



FACULTY SENATE MEETING

December 18, 2020

EXHIBITS

December 16, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

A. ACTION: Credit Course Changes - effective Fall 2021														
Subj.	Nbr.	Title	Short Title	Impacts	Trnsf.	Dist. Ed.	Mult.	Grade. Basis	Open Entry/Exit	Edits	Reqs.	Orig.		
1	AIS	100	Introduction to American Indian Studies	Intro American Indian Studies	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/Exit	Should be in alignment with 1460 outcomes. Updated description, work-based learning, methods of instruction, distance ed., SLOs, objectives, content, assignments, methods of assessment, added CSU area F	No	Patricia A. Dixon	
2	AIS	101	History of American Indian Nations from Creation through the Present	American Indian Frontier	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/Exit	To align AIS 101 with learning outcomes in AB 1460. Updated description, CB26, work-based learning, methods of instruction, distance ed., SLOs, objectives, content, assignments, methods of assessment, added CSU area F	No	Patricia A. Dixon	
3	AIS	102	The American Indian and the U.S. Political System	Indian/U.S. Political System	No	UC/CSU (adding Area F)	Anytime, Full/Partially	No	Grade/Pass	Not Open Entry/Exit	To align AIS 102 with AB 1460. Updated description, CB03, work-based learning, methods of instruction, distance ed., SLOs, objectives, content, assignments, methods of assessment, textbooks, added CSU area F	No	Seth SanJuan	
4	AIS	125	American Indians Today	American Indians Today	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/Exit	To align AIS 125 with Learning Outcomes listed in AB 1460. Updated description, work-based learning, distance ed., SLOs, objectives, content, assignments, methods of assessment, textbooks, added CSU area F	No	Patricia A. Dixon	
5	AS	101	African-American History I	African-American History I	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/Exit	Update to fulfill CSU Ethnic Studies Competencies. Updated DE, SLOs, objectives, content, assignments, methods of assessment, textbooks	No	Martin Japtok	

December 16, 2020 Curriculum Committee Actions

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6	AS	102	African-American History II	African-American History II	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/pen Exit	To align with the new Ethnic Studies requirement. Updated description, methods of instruction, DE, SLOs, objectives, content, textbooks	No	Jerry R. Jenkins
7	CS	100	Introduction to Chicano Studies	Intro to Chicano Studies	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/pen Exit	Align with AB 1460. Updated description, methods of instruction, DE, SLOs, objectives, content	No	Angelica Yanez
8	CS	101	United States History from a Chicano Perspective I	U.S. Hist/Chicano Prspctv I	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/pen Exit	In order to align with state law AB 1460. Updated description, DE, SLOs, objectives, content, methods of assessment, textbooks	No	Angelica Yanez
9	CS	102	United States History from a Chicano Perspective II	U.S. Hist/Chicano Prspctv II	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/pen Exit	Align with SB 1460. Updated description, DE, SLOs, objectives, content, methods of assessment, textbooks	No	Angelica Yanez
10	CS	140	Chicana History and Feminism	La Chicana	No	UC/CSU (adding Area F)	Anytime, Full/Partially	Multi	Grade/Pass	Not Open Entry/pen Exit	Align with AB 1460, updated SLOs, and request for DE requirement. Updated description, DE, SLOs, objectives, content, methods of assessment, textbooks	No	Angelica Yanez

B. ACTION: New Credit Programs - effective Fall 2021

Program Title	Disci.	Award	Units	Justification	Orig.
1 Cinema Studies	CINE	Cert. of Achieve. 8-15 units	9	Our prior Certificate of Achievement in Cinema was linked to our 27 credit AA degree in Cinema. We had few students interested in this 27 credit certificate. This proposed 9 credit Certificate of Achievement is designed to provide students with an introduction to Cinema Studies with courses that stack to both our AS Degree for Transfer in Film, Television and Media Studies and our AA degree in Cinema (which is under review for changes). We believe this certificate will help to recruit new students for both of these degree programs. Further, the certificate will benefit students who seek to transfer to programs in the arts, media, communications, humanities and social sciences.	John McMurria

December 16, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

C. ACTION: Credit Program Changes - effective Fall 2021						
	Program Title	Disci.	Award	Units	Justification	Orig.
1	American Indian Studies	AIS	CA	18	The AIS Department sensitized to the needs of students and the state to provide both a robust, in-depth as well as a timely framework for completion believes the certificate can achieve this in 18 units, not 21 units. Updated SOC codes, SLOs, mission, program goals and various course edits.	Patricia A. Dixon
2	Cinema Studies	CINE	AA	18	Since launching the Associate in Science Degree for Transfer in Film, Television and Electronic Media in Fall of 2019, the Media Studies Department and cinema-affiliated faculty wanted to differentiate our existing Associate of Arts degree in Cinema from the new transfer degree. Because the new transfer degree is heavily focused on production, we have revised the AA in Cinema to focus on the history and criticism of cinema, including changing the name from Cinema to Cinema Studies. We have also reduced the number of credits required from 27 to 18. We did so because we had few students completing and believe that this new 18 credit program is robust and comprehensive in the field of cinema studies. This AA degree in Cinema Studies will serve students who are principally focused on cinema and who seek to transfer to a university cinema program. Further, as a program that is focused on developing critical writing, visual communication and analytical skills, this degree provides a foundation for university study across a range of disciplines in the arts, humanities and social sciences. Updated SOC codes, program planning, SLOs, mission, program goals and various course edits.	John McMurria
3	CIS: Data Analytics	CSIT	AS/CA	29-30	Program has changed to add enhancements of great courses in the Computer Information Systems field of Data Analytics. Updated SLOs, description and various course edits.	Terrie Lynn Canon
4	Fire Technology - Emergency Management	FIRE	AS/CA	33	The intent of this program change is to add Fire 173 - Legal Aspects of Emergency Services to the program as an elective. Fire 173 was recently (Spring 2020) approved as a new course and is expected to be offered Fall 2020 as an online course. Updated planning info. and SLOs.	Ed Sprague

December 16, 2020 Curriculum Committee Actions

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5	Fire Technology - General	FIRE	AS/CA	36	<p>The intent of this proposal is to add Fire 173 Legal Aspects of Emergency Services that was recently approved via the curriculum process as an elective. The course will be added to the class offerings as an online course and provide additional flexibility to students employed in the emergency services sector and work on 12 and 24 hour shifts.</p> <p>Further, the deletion of Fire 71 - Trench Rescue and Fire 72 - Swiftwater Rescue as elective options is because the classes are specialty hands-on classes that are rarely offered and contain little academic value in preparation for the major. Updated SLOs and course edits.</p>	Ed Sprague
6	German	GERM	AA/CA	20	<p>Completion of AA degree and Certificate of Achievement. Updated SLOs and description.</p>	Beatrice Manneh
7	Information Technology	CSIT	AS/CA	30	<p>Industry changes have necessitated re-organization of some of the required and elective courses in the degree. No new courses are proposed. Updated SLOs and various course edits.</p>	Ronald Burgher
8	Interior Design	ID	AS	30	<p>In Spring 2019 and 2020 we held meetings with the Program Advisory Committee. The PAC included all adjunct interior design faculty as well as interior designers at major ID firms, educators at transfer partner schools that have 4 year programs, and interior designers that own their own businesses. After hours of discussion about the current program, all members agreed on adding two new classes which directly aligns with our program outcomes. In 2019 two current classes were deactivated to make room for two new classes, but only one of the two new classes was approved by the curriculum committee. This year we reworked the second class (ID180 Capstone), and are resubmitting it for approval. Additionally, there are some changes to the prerequisites submitted fo Fall 2021. This will allow for the Certificate Program to be completed in 1 year, which is something that potential students have asked about. Updated planning and various course edits.</p>	Jessica Newman

December 16, 2020 Curriculum Committee Actions

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9	Interior Design	ID	CA	30	In Spring 2019 and 2020 we held meetings with the Program Advisory Committee. The PAC included all adjunct interior design faculty as well as interior designers at major ID firms, educators at transfer partner schools that have 4 year programs, and interior designers that own their own businesses. After hours of discussion about the current program, all members agreed on adding two new classes which directly aligns with our program outcomes. In 2019 two current classes were deactivated to make room for two new classes, but only one class was approved by the curriculum committee. This year we reworked the class, and are resubmitting it for approval. Additionally, there are some changes to the prerequisites submitted fo Fall 2021. This will allow for the Certificate Program to be completed in 1 year (or 2 years)which is something that potential students have asked about. Updated planning, SOC code and various course changes.	Jessica Newman
10	Italian	ITAL	AA/CA	20	Completion of A.A. degree or Certificate of Achievement. Updated SLOs and description.	Scott Nelson
11	Journalism	JOUR	AA-T	18-20	Updating for technical updates. Various course updates.	Erin Hiro
12	Web Design and Development	CSWB	AS/CA	26	This program has been approved by the Chancellor's office. I need to remove CSWB 135 from the program because it has been removed from curriculum. It does not need to be replaced since the critical concepts needed are covered sufficiently in CSWB 120 - JavaScript and jQuery. Updated SLOs, removed CSWB 135.	Stephen R. Perry

D. ACTION: Distance Education
The following courses may be offered as distance learning and meet Title 5 Regulations 55200-55210, effective Fall 2021

Course	Title	Scheduling	Distance Ed	Originator
1 AIS 100	Introduction to American Indian Studies	Anytime	Fully, Partially Online	Patricia A. Dixon
2 AIS 101	History of American Indian Nations from Creation through the	Anytime	Fully, Partially Online	Patricia A. Dixon
3 AIS 102	The American Indian and the U.S. Political System	Anytime	Fully, Partially Online	Seth SanJuan
4 AIS 125	American Indians Today	Anytime	Fully, Partially Online	Patricia A. Dixon
5 AS 101	African-American History I	Anytime	Fully, Partially Online	Martin Japtok
6 AS 102	African-American History II	Anytime	Fully, Partially Online	Jerry R. Jenkins
7 CS 100	Introduction to Chicano Studies	Anytime	Fully, Partially Online	Angelica Yanez
8 CS 101	United States History from a Chicano Perspective I	Anytime	Fully, Partially Online	Angelica Yanez
9 CS 102	United States History from a Chicano Perspective II	Anytime	Fully, Partially Online	Angelica Yanez
10 CS 140	Chicana History and Feminism	Anytime	Fully, Partially Online	Angelica Yanez

December 16, 2020 Curriculum Committee Actions

The following curriculum changes, pending appropriate approvals, will be effective Fall 2020 and Fall 2021 (as indicated)

E. ACTION: Distance Education and Course Reviews
The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Fall 2020.

Course Number	Title	Scheduling	Distance Ed	Originator	
1	ACR 102	Air Conditioning, Heating, and Refrigeration: Electrical	Anytime	Partially Online	Barry Valentine
2	ACR 103	Air Conditioning, Heating, and Refrigeration: Heating	Anytime	Partially Online	Barry Valentine
3	ACR 105	Refrigerant Management and Recovery	Anytime	Partially Online	Barry Valentine
4	ACR 110	Advanced Air Conditioning, Heating and Refrigeration	Anytime	Partially Online	Barry Valentine
5	ANTH 126	Cultures of Africa	Anytime	Fully, Partially Online	James D. Eighmey
6	AODS 160	Major Themes and Discoveries in Anthropology	Anytime	Fully Online	James Fent
7	AODS 250	Group Leadership and Process	Anytime	Fully Online	James Fent
8	AODS 260	Chemical Dependency Family Counseling	Anytime	Fully Online	James Fent
9	AODS 298	Directed Field Experience I	Emergency Only	Fully Online	James Fent
10	AODS 299	Directed Field Experience II	Emergency Only	Fully Online	James Fent
11	AODS 299L	Directed Field Experience II Lab	Emergency Only	Fully Online	James Fent
12	ARTD 100	Graphic Design I	Anytime	Fully, Partially Online	Lily Glass
13	ARTD 220	Motion Design	Anytime	Fully, Partially Online	Lily Glass
14	ARTI 100	Concept Sketching	Anytime	Fully, Partially Online	Lily Glass
15	ARTI 210	Typography Design	Anytime	Fully, Partially Online	Lily Glass
16	CFT 295	Directed Study in Woodworking	Anytime	Fully, Partially Online	Jennifer Anderson
17	CHEM 110	General Chemistry	Emergency Only	Fully Online	Patricia Brandon
18	CHEM 205	Introductory Biochemistry	Emergency Only	Fully, Partially Online	Luz Carrillo
19	CSNT 180	Wireless Networking	Anytime	Fully, Partially Online	N. Rand Green
20	DBA 275	Avid Editing for Television and Film	Emergency Only	Fully Online	Scott Richison
21	ENGR 100	Introduction to Engineering	Emergency Only	Fully Online	Daniel F. Finkenthal
22	ENGR 236	Engineering Mechanics - Dynamics	Emergency Only	Fully Online	Daniel F. Finkenthal
23	ENGR 245	Properties of Materials	Emergency Only	Fully Online	Daniel F. Finkenthal
24	HE 100L	Health Performance Lab	No DE		Karl Seiler
25	KINE 105	Cardio Conditioning Applications	Anytime	Fully, Partially Online	Karl Seiler
26	KINE 128A	Wellness Modalities- Cardio	No DE		Karl Seiler
27	KINE 128B	Wellness Modalities- Muscular	No DE		Lacey Craft
28	KINE 128C	Wellness Modalities- Functional	Emergency Only	Fully, Partially Online	Lacey Craft
29	KINE 128D	Wellness Modalities- Periodization	No DE		Lacey Craft
30	KINE 135A	Beginning Swimming	No DE		Karl Seiler
31	KINE 135B	Intermediate Swimming	No DE		Lacey Craft
32	KINE 135C	Advanced Swimming	No DE		Lacey Craft
33	KINE 150A	Beginning Weight Training	Emergency Only	Fully, Partially Online	Karl Seiler
34	KINE 150B	Intermediate Weight Training- Strength Training for Total Fitness	No DE		Karl Seiler
35	KINE 150C	Advanced Weight Training- Power Lifting and Plyometrics	No DE		Karl Seiler

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36	MACH	228	Metallurgy and Industrial Materials	Anytime	Partially Online	Michael Wright
37	PHOT	171	Landscape and Culture	Emergency Only	Fully, Partially Online	Amy Caterina
38	PHOT	220	Commercial Photography	Emergency Only	Fully, Partially Online	Amy Caterina
39	WELD	150	Welding Inspection	Anytime	Fully Online	Ashley Wolters
40	WWT	97	Wastewater Technology Education Topics	Anytime	Fully Online	Jacob Shiba

F. ACTION: Distance Education and Course Reviews
 The following courses have completed the course approval process. Those eligible to be taught Distance Education meet Title 5 Regulations 55200-5521 and are indicated below. These proposals are effective Spring 2021

Course Number	Title	Scheduling	Distance Ed	Originator
1 ACS 55	Cheerleading	Emergency Only	Fully, Partially Online	Karl Seiler
2 ACS 135	Intercollegiate Swimming and Diving	Emergency Only	Fully, Partially Online	Karl Seiler
3 ACS 140	Intercollegiate Water Polo	Emergency Only	Fully, Partially Online	Karl Seiler
4 ACS 150	Intercollegiate Wrestling	Emergency Only	Fully, Partially Online	Karl Seiler
5 ACS 155	Intercollegiate Baseball	Emergency Only	Fully, Partially Online	Karl Seiler
6 ACS 165	Intercollegiate Track and Field	Emergency Only	Fully, Partially Online	Karl Seiler

G. ACTION: Technical Corrections
 The following technical corrections are effective fall 2020. Due to new guidelines, noncredit courses graded 'Satisfactory Progress' cannot be open entry/open exit.

Course	Open Entry/Open Exit Status	Updated Open Entry/Open Exit Status	Grading Basis
1 N ESL 904	May be Open Entry/Open Exit	Change to Not Open Entry/Open Exit	Pass/No Pass/SP
2 N ESL 982	May be Open Entry/Open Exit	Change to Not Open Entry/Open Exit	Pass/No Pass/SP
3 N ESL 983	May be Open Entry/Open Exit	Change to Not Open Entry/Open Exit	Pass/No Pass/SP
4 N ESL 984	May be Open Entry/Open Exit	Change to Not Open Entry/Open Exit	Pass/No Pass/SP

Committee Appointments *Ballot Information*

To: Faculty Senate
From: Anastasia Zavodny
 Chair, Committee on Committees
Date of memo: December 17, 2020
Vote scheduled for: *December 18, 2020*

Call Information

Position: Seven (7) Faculty positions; six Divisional and one Part-Time Faculty
Committee: Hiring Committee: Superintendent/President
Report
Structure: *n/a – Hiring Committee*

Timeline of the Call

The call for this position was first announced via email to faculty on December 2, 2020. The initial close date was Friday December 11th at noon PST. During Council on Dec 9th, the discussion noted that the Governing Board had yet to approve the final composition of the hiring committee. Therefore in the Senate meeting held on Dec 14th the motion was approved to extend the call for volunteers to Thursday December 17th at noon PST, for Senate confirmation on December 18th in a special meeting. In total, five email notifications were sent to faculty from the Chair of Committee on Committees for this hiring committee call, plus an additional targeted email to all members of a division to ensure representation was achieved.

Structure of the Call

The call for this position reminded all volunteers of the Faculty Senate's Antiracism statement, adopted 10/26/2020, and asked volunteers to consider the statement in their answer to the following required question:

- *Why would you like to join the Superintendent/President Search Committee?*

Volunteers

For the **seven (7) Faculty** positions appointed by Faculty Senate on the ***Superintendent/President Hiring Committee***, we **received twenty (20) volunteer submissions**. One volunteer submission was withdrawn, due to their selection as the PFF representative. Therefore this packet contains information on 19 volunteer submissions.

Volunteer information is presented below in the following order:

<i>Representative Category</i>	<i>Number of Volunteers</i>
• Part-Time Faculty representative	5*
• Arts, Media, and Business Administration Division (AMBA)	2
• Career, Technical and Extended Education Division (CTEE)	1
• Languages and Literature Division (L&L)	4*
• Mathematics, Science, and Engineering Division (MSE)	2
• Social and Behavioral Sciences Division (SBS)	9*
• Student Services Division	1

* **NOTE:** *Part-Time Faculty volunteers are listed twice: once under the Part-Time Faculty representative section and once under their respective Divisional section.*

The vote for confirmation of the volunteers will proceed in the following order:

- Part-Time Faculty position
- All Instructional Divisions and Student Services Division

The vote is structured in this manner in order to accommodate Part-Time Faculty eligibility for divisional service. The volunteer selected for the Part-Time Faculty representative shall be removed from consideration for the Divisional representation vote. Additionally, should any divisional representation be unfilled, Senate will conduct a vote from among the entire remaining volunteers to fill the vacant position(s) on an At-Large basis.

Application materials for these volunteers follow below for your review. *All formatting is as submitted.*

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(for quick hyperlink reference)

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Volunteer Information for Senate Ballot

Part-Time Faculty representative

(Select no more than one volunteer)

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Volunteer Information	Statement
Samantha Marshall Psychology, PT	As an associate faculty member, teaching research based courses (Statistics in Psychology, Research Methods) this type of selection process is interesting to me as an academic, and as someone who sees themselves moving into administration in my later career. I have involved myself in my past institutions (SDSU) in the Diversity, Equity, and Outreach committee and learned much about the hiring processes and concern for equitable and representative administrators.
Benjamin Adams Kinesiology/ Athletics, PT	I would really like to be apart of this selection process. I feel my insight and perspective as a near 20 year faculty member both part and full time would add experience and knowledge to the changes Palomar as gone through and also help shape the path for the future.
Michael Arce Sociology, PT	As a Black Puerto Rican faculty member at Palomar College, I think it is important and necessary to have representation for my community in presidential searches such as this to ensure that our voices and concerns about who we are inviting to help guide our institution are heard.
Crystal Lane Ferguson Speech, Forensics, and American Sign Language, PT	I have a deep love for Palomar College. I was a student here from Fall 2000 to Spring 2002. I was a part time faculty member during Summers 2005, 2007, and 2008. I am now back as a part time faculty member. I have experience as a part time faculty member at the California Community College, CSU, and private university. I also have experience as a full time faculty member at a California Community College. I have served on hiring committees for Communication and American Sign Language faculty positions. I have also served on a hiring committee for a manager. I am committed to equity, diversity, and serving our students better everyday. Serving on this committee would mean that I could contribute to a positive future through an excellent President of Palomar College.
Rachel Horn Langford Social and Behavioral Sciences, PT	I am interested in joining the Superintendent/President Search Committee because I want to lend my voice to Palomar's next leadership role. This individual has the capacity and responsibility to develop equity mindedness practices across our campus to improve programs, culture, and courses. I hope to contribute my knowledge, care, and experiences teaching Sociology courses here at Palomar for the past 11 years.

Volunteer Information for Senate Ballot

Arts, Media, and Business Administration (AMBA) Division representative

(Select no more than one volunteer)

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Volunteer Information	Statement
John Russell Performing Arts: Music, FT	<p>Since I arrived at Palomar in 2016, I have seen the college leadership fail on many different levels. Therefore, I would appreciate the chance to have a voice in selecting the most critical leadership position at the college. With the right person serving as President, a great deal of confidence, trust, and momentum can be achieved. This confidence trend would directly benefit the students by restoring a sense of pride in our college.</p> <p>It would be a privilege to serve on this committee. I have reviewed the timeline and would be happy to serve until completion in the summer.</p>
Mark Bealo Graphic Communications, FT	<p>I served on the last president search committee and was appalled by Trustee Chadwick's statement that no candidates would be considered by the board if they had not already had superintendent/president experience. Myself and the rest of the committee felt a current VP was a valid candidate and moved that one forward, knowing that the board would not consider the individual. Dr. Blake was lower on my list and one I would not have moved forward. I always had good interaction with Dr. Blake as a person, but not as an administrator. Several members of the hiring committee seemed to look only at other factors in selecting Dr. Blake other than "focusing on job related qualifications only" and hiring the "best qualified candidate, regardless of background" as stated in the selection committee training materials.</p> <p>I would gladly serve again to bring my voice of reason and experience to the current search committee. This time I would be more vocal in ensuring the most qualified candidates are brought forward.</p>

Volunteer Information for Senate Ballot

Career, Technical and Extended Education (CTEE) Division representative

(Select no more than one volunteer)

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Volunteer Information	Statement
Anthony Fedon Trade and Industry, FT	I would like to share the perspective of CTE as we search for a new leader for Palomar College. I have been a department chair for three years and have a good understanding of the opportunities that are before us and I want to give my background and experience to the committee to hire the next President/Superintendent.

Volunteer Information for Senate Ballot

Languages and Literature (L&L) Division representative

(Select no more than one volunteer)

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Volunteer Information	Statement
Michael Lundell English, FT	I'd like to be a part in ensuring our campus remains committed to our stated mission and goals in supporting our students, championing diversity, defending our faculty and staff, and promoting a healthy and forward-looking future for us all.
Leanne Maunu English, FT	I would be honored if selected to represent the Languages and Literature division for the Superintendent/President search committee. This is my nineteenth year at Palomar, and during that time, I have witnessed first-hand how important it is for the administration to have clear and open lines of communication with faculty, staff, and students. Now, more than ever, we need a president who is looking out for the best needs of the college, one who has an eye towards equity, inclusion, and anti-racism. I also know how important it is that we have a more equitable and diverse work force at Palomar, and would do my best to ensure that the hiring committee has this foremost in our minds. Having served on various committees (faculty and staff hiring committees within and outside of my department, SPC, IPC, SSEC, LOC, Basic Skills, Tutoring Committee, AB705 Sub-Committee and Work Group, amongst others) and having served in various leadership roles (as PD Coordinator, Writing Center Director, and now Department Chair), I feel like I have a solid understanding of the changing needs of not just my division, but of the college as a whole.
Crystal Lane Ferguson Speech, Forensics, and American Sign Language, PT	I have a deep love for Palomar College. I was a student here from Fall 2000 to Spring 2002. I was a part time faculty member during Summers 2005, 2007, and 2008. I am now back as a part time faculty member. I have experience as a part time faculty member at the California Community College, CSU, and private university. I also have experience as a full time faculty member at a California Community College. I have served on hiring committees for Communication and American Sign Language faculty positions. I have also served on a hiring committee for a manager. I am committed to equity, diversity, and serving our students better everyday. Serving on this committee would mean that I could contribute to a positive future through an excellent President of Palomar College.
Lawrence Lawson ESL, FT	I would like to join the Superintendent/President Search Committee to ensure that the candidates passed on for Board review and decision are truly dedicated to our college, our students, our faculty, and our staff. I've worked closely with our former President and our current Interim President on various projects, and I am keenly aware of the hard and soft skills needed to thrive (and to be open to growth) in that position. Given my ability to balance institutional need with the need of the institution's personnel, I would be a good fit to scrutinize the documentation provided by potential applicants in order to evaluate the skills to help with the WHAT of this important position and the knowledge to help with the HOW of the position. As well, I am part of the antiracist work our campus is doing, and I think I'd be at least a bit helpful in determining if an applicant's expressed support of antiracist work is genuine or not. The next President will shape our college's direction for years to come, and we need a candidate that can help move us forward and not repeat the mistakes of the past. I think I can help determine if such a person exists in the applicant pool.

Volunteer Information for Senate Ballot

Mathematics, Science, and Engineering (MSE) Division representative

(Select no more than one volunteer)

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Volunteer Information	Statement
<p>Annette Squires Math, FT</p>	<p>I am very concerned about Palomar College and our continuing commitment to our students, faculty, staff and wider community. The very best person for the position of Superintendent/President should have a vested interest in continuing the tradition of excellence and inclusiveness at Palomar. As a previous member of the SSEC (Student Success and Equity Council) I have learned a great deal about student success and equity. I would like to take part in the search for a President who supports student success, equity, and our college.</p>
<p>Lesley Blankenship-Williams Biology, FT</p>	<p>A college president’s performance has far-reaching implications to the College’s success, culture, and fiscal stability. I argue that a president’s effect on a college is even more pronounced during times of crisis (such as fiscal instability and COVID-19). Therefore, the presidential selection committee faces a daunting task in ensuring that only the most capable, honest, and unifying candidates are forwarded to the Board of Trustees.</p> <p>I ask to serve on this critical committee to identify candidates who have a demonstrable record of (1) unifying rather than dividing the campus community, (2) stable fiscal management that carefully balances all interest groups, (3) transparency and honesty, (4) a good working relationship with faculty, staff and administrative constituents, and (5) commitment to anti-racist practices and policies that enhance the opportunities and educational experience of our students – especially those who are underserved.</p> <p>Recognizing candidates who say the right things but don’t necessarily have a track record of doing the right things can be challenging. If I am selected to serve on this committee, I will critically and carefully evaluate each presidential candidate’s application for the criteria described above. I recognize how important this committee is to the future of our students, our community, and most importantly – to you, my colleagues. I will do my best to forward candidates that will make your own jobs – as educators – smoother and more rewarding.</p>

Volunteer Information for Senate Ballot

Social and Behavioral Sciences (SBS) Division representative

(Select no more than one volunteer)

[*Link to Index*](#)

[*Link to Rubric/Notes*](#)

Volunteer Information	Statement
Jenny Fererro Child Development, FT	As a long-time Palomar faculty member with many years to go until retirement, I have a vested interest in ensuring that Palomar has a competent, collaborative, and communicative leader to help us continue the important fiscal and equity work that has been happening in the past year, especially in light of the new Governing Board that will be seated in January. Since I am actively involved in faculty leadership and shared governance, I feel as though I am able to see the big picture and recognize the qualities that would help our next President be a successful fit at Palomar. I would be representing faculty interests on this committee, and believe I would be an effective and vocal advocate for the faculty in this search. Having served on a Superintendent/President search committee in the past, I am aware of the time commitment involved and the importance of the task at hand.
Samantha Marshall Psychology, PT	As an associate faculty member, teaching research based courses (Statistics in Psychology, Research Methods) this type of selection process is interesting to me as an academic, and as someone who sees themselves moving into administration in my later career. I have involved myself in my past institutions (SDSU) in the Diversity, Equity, and Outreach committee and learned much about the hiring processes and concern for equitable and representative administrators.
Benjamin Adams Kinesiology/ Athletics, PT	I would really like to be apart of this selection process. I feel my insight and perspective as a near 20 year faculty member both part and full time would add experience and knowledge to the changes Palomar as gone through and also help shape the path for the future.
Bill Jahnel History, FT	<p>My name is Bill Jahnel, and as of next year it will be my honor to have served Palomar College for 20 years.</p> <p>I have had a strong history of being involved with the college both in terms of governance and with student engagement. I hope that my experiences with encouraging diversity – including being the GSA Faculty Sponsor for over a decade, doing political Economy Days talks on LGBT+ history, and having provided a number of starting books for the PRIDE Center’s original library as resources for students may attest. In times of stress I hope that I have been able to respond positively, such as being asked to set up and co-moderate the all campus forum the day after the election to explain to students the political process and calm stress for all sides in a difficult partisan election year. I have also been an advocate for our classified staff and have spoken before the board and lobbied to HR when there have been difficulties such as with certain problematic steps in reclassifications.</p> <p>As a faculty advocate, I have been honored to be elected to the PFF Executive Board for over a decade and have been serving as the Faculty Ombuds for the Escondido Center. The PFF was kind enough to give me the opportunity to do a special project that focused on part time faculty success with creating the online seminar on “Freeway Flier No More,” a guide to the hiring process for part time faculty seeking full time positions. I am currently Co-Chair of the Economics, History, and Political Science Department.</p> <p>In addition, I have served on multiple hiring committees including past Presidential searches and I know the emotional and time commitment they require. I would promise</p>

	<p>to bring my knowledge and expertise into this most important work and collaborative environment, but also be willing to make sure that outside consultants do not try to engage in outsized influence on these committees as they have tried in the past.</p> <p>It is very exciting to see the current committee makeup includes two student representatives and I have had the pleasure of working with our student trustee and feel like we have an excellent rapport.</p> <p>This is one of our most important and sacred duties in recommending finalists to the board. It is a thankless task as so much work is clouded in the veil of secrecy that is required for any Human Resources Committee, but should I be chosen to represent our division on this committee, I pledge to give it my full attention. We all know how drastically different our institution's atmosphere is when we have excellent, open, communicative, collaborative leadership that respects shared governance. . . and when we do not.</p>
<p>Michael Arce Sociology, PT</p>	<p>As a Black Puerto Rican faculty member at Palomar College, I think it is important and necessary to have representation for my community in presidential searches such as this to ensure that our voices and concerns about who we are inviting to help guide our institution are heard.</p>
<p>April Cunningham Library, FT</p>	<p>There are a few reasons why I hope you will select me for the search committee:</p> <p>I bring a broad perspective from working with students and faculty in multiple capacities across the full spectrum of the disciplines. As a librarian, I have the honor of serving the entire college. In 2019-2020 I was also a faculty lead for the Strong Workforce Retention Institute and supported the work of faculty in disciplines including Chemistry, Fire Science, Film, English as a Second Language, Psychology, and more as they dove into their disaggregated success and retention data from the past several years. They identified gaps and disproportionately impacted student groups in their classrooms in order to develop a plan for new approaches. From this work with my colleagues I deepened my knowledge of their commitment to students' success as well as my knowledge of the barriers faced by many of our students. This has heightened my sensitivity to the importance of selecting a Superintendent/President who can bring the same commitment to the top of the organizational chart that my colleagues and I bring to our positions.</p> <p>My service to the college has also included being a student learning outcomes coordinator in 2018-2019 and between 2016 and 2018 I took a leadership role in initiating the district's efforts to support faculty who wanted to transition their courses to use open educational resources and other zero/low-textbook-cost materials. In these positions I deepened my appreciation for the work that faculty are doing on behalf of one another and on behalf of students throughout the district.</p> <p>My role as a department co-chair for the library, 2019-present, has also put me in direct contact with the effects of severe budget cuts over the past two years. In addition to an over 60% cut to hours for part-time librarians, we are also struggling to stretch our budget to cover the costs of the electronic resources that students and faculty rely on. This experience has reinforced for me the value of having a Superintendent/President who is transparent about their priorities for deploying the district's resources and who is also able to learn from those of us on the front lines about the impact their decisions will have on students and faculty.</p> <p>These experiences make me an asset as a faculty member on the search committee. I appreciate your consideration.</p>

<p>Anne-Marie Mobilia Behavioral Sciences, FT</p>	<p>As someone who has been working at Palomar College for over 20 years, I have been a witness to a lot. I would like to join the Superintendent/President Search Committee to ensure that the college selects a leader who represents the great qualities of Palomar College; who moves the college forward in a responsible and productive manner especially during these challenging times; hears, understands and does the best to meet the needs of the community; and takes action and advances the college with the issues of equity, diversity, inclusion.</p>
<p>Susan Miller Behavioral Sciences, FT</p>	<p>This is a critical committee. I bring 20 years of institutional knowledge and I have current diversity training for hiring at Palomar. As a LGBTQ member of Palomar Pride, as faculty advisor for Transitions, (formerly incarcerated student collective) as a Faculty Senate member and as a sociologist, I believe I am qualified to assess candidates for this position. Palomar is changing and moving in a positive direction toward addressing issues of systemic inequality in Race, Gender, in Faculty Hiring practices, in Part Timer compensation and other issues. We require candidates for this position with vision and experience in all areas of Community College administration. I respectfully ask that you consider my nomination to this committee.</p>
<p>Rachel Horn Langford Social and Behavioral Sciences, PT</p>	<p>I am interested in joining the Superintendent/President Search Committee because I want to lend my voice to Palomar's next leadership role. This individual has the capacity and responsibility to develop equity mindedness practices across our campus to improve programs, culture, and courses. I hope to contribute my knowledge, care, and experiences teaching Sociology courses here at Palomar for the past 11 years.</p>

Volunteer Information for Senate Ballot

Student Services Division representative

(Select no more than one volunteer)

[*Link to Index*](#)

[*Link to Rubric/Notes*](#)

Volunteer Information	Statement
P.J. DeMaris Counseling, FT	In my tenure with Palomar College and previously at West Hills College, I have worked in almost all aspects of Student Services- EOPS, DRC, Camp Pendleton, Financial aid, Counseling and the Transfer Center as a counselor, teaching faculty member and administrator. I believe I would represent this Division well by having the greatest depth and breadth of experience that would assist in selecting the best choice for our next college President.

Rubric/ Notes for Vote

Use this section as your own personal space to take notes for reference on the information presented.

While we are seeking to fill seven (7) open Faculty positions on this Hiring Committee, it is important to note that you are under no obligation to confirm seven individuals. Therefore, please consider making note only of those whom you would wish to confirm for each section (this need not amount to seven individuals).

As always, Senate strives to place faculty based on the information presented to Senate by the volunteers themselves, and not based on popularity or hypothetical situations.

The vote will proceed as follows:

- Part-Time Faculty representative
- Concurrent vote for the Divisional representatives. The individual chosen as the Part-Time Faculty representative shall be removed from the Divisional representative vote.

All volunteer information has been presented under each category for which the applicant is qualified. Therefore, Part-Time Faculty volunteer information is listed twice: once under the Part-Time Faculty representative position and again under their respective Division.

Should you have any questions, please contact the Chair of Committee on Committees. Please note that discussion on the volunteers shall be held until their agendaized Senate meeting.

Thank you.

(Rubric is on the following page)

Each section has also been hyperlinked below. (Select no more than one volunteer per section)

<u>Volunteer Section</u>	<u>My notes/ comments</u>
<u>Part-Time Faculty representative</u> <ul style="list-style-type: none">• Samantha Marshall• Benjamin Adams• Michael Arce• Crystal Lane Ferguson• Rachel Horn Langford	
<u>AMBA Division representative</u> <ul style="list-style-type: none">• John Russell• Mark Bealo	
<u>CTEE Division representative</u> <ul style="list-style-type: none">• Anthony Fedon	
<u>L&L Division representative</u> <ul style="list-style-type: none">• Michael Lundell• Leanne Maunu• Crystal Lane Ferguson• Lawrence Lawson	
<u>MSE Division representative</u> <ul style="list-style-type: none">• Annette Squires• Lesley Blankenship-Williams	
<u>SBS Division representative</u> <ul style="list-style-type: none">• Jenny Ferrero• Samantha Marshall• Benjamin Adams• Bill Jahnel• Michael Arce• April Cunningham• Anne-Marie Mobilia• Susan Miller• Rachel Horn Langford	
<u>Student Services representative</u> <ul style="list-style-type: none">• P.J. DeMaris	

Part-Time Faculty Representative - Round 1

Last Name	First Name	Selection
Craft	Lacey	Benjamin Adams
Dalrymple	Will	Michael Arce
Doyle Bauer	Alex	Crystal Lane Ferguson
Falcone	Kelly	
Farrell	Katy	Michael Arce
Faulkner	Molly	Crystal Lane Ferguson
Fererro	Jenny	Crystal Lane Ferguson
Hiro	Erin	Michael Arce
Jarvinen	Jason	Michael Arce
Laughlin	Teresa	Benjamin Adams
Lawson	Lawrence	Rachel Horn Langford
Manneh	Beatrice	Crystal Lane Ferguson
Meehan	Adam	Crystal Lane Ferguson
Mudgett	Ben	Michael Arce
Nelson	Wendy	Rachel Horn Langford
Nelson	Scott	Michael Arce
OBrien	Patrick	Rachel Horn Langford
Rose	Candace	Michael Arce
Stephens	Elizabeth	Michael Arce
Susan	Miller	Michael Arce
Thompson	Craig	Michael Arce
Towfiq	Fariheh	Michael Arce
Versaci	Rocco	Michael Arce
Wrathall	Reza	Samantha Marshall
Zavodny	Anastasia	Crystal Lane Ferguson

Samantha Marshall	1
Benjamin Adams	1
Michael Arce	11
Crystal Lane Ferguson	5
Rachel Horn Langford	3

Part-Time Faculty Representative - ASG Advisory Vote

Mouawad

Kateri

Crystal Lane Ferguson

Part-Time Faculty Representative - Round 2

Last	First	Selection
Craft	Lacey	Benjamin Adams
Dalrymple	Will	Michael Arce
Doyle Bauer	Alex	Rachel Horn Langford
Falcone	Kelly	Michael Arce
Farrell	Katy	Michael Arce
Faulkner	Molly	Michael Arce
Fererro	Jenny	Crystal Lane Ferguson
Hiro	Erin	Michael Arce
Jarvinen	Jason	Michael Arce
Laughlin	Teresa	Benjamin Adams
Lawson	Lawrence	Michael Arce
Manneh	Beatrice	Crystal Lane Ferguson
Meehan	Adam	Michael Arce
Mudgett	Ben	Michael Arce
Nelson	Scott	Michael Arce
Nelson	Wendy	Rachel Horn Langford
OBrien	Patrick	Rachel Horn Langford
Reza	Wrathall	Crystal Lane Ferguson
Rocco	Versaci	Michael Arce
Rose	Candace	Michael Arce
Stephens	Elizabeth	Michael Arce
Susan	Miller	Michael Arce
Thompson	Craig	Michael Arce
Zavodny	Anastasia	Crystal Lane Ferguson

Benjamin Adams	2
Michael Arce	15
Crystal Lane Ferguson	4
Rachel Horn Langford	3

Part-Time Faculty Representative - Round 2 - ASG Advisory Vote

Last

First

Selection

Mouawad

Kateri

Crystal Lane Ferguson

Divisional Representative Vote

Last	First	AMBA	CTEE	L&L	MSE	SBS	Student Services
Craft	Lacey	Mark Bealo	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Dalrymple	Will		Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	Bill Jahnel	P.J. DeMaris
Doyle Bauer	Alex	John Russell	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Falcone	Kelly	Mark Bealo	Anthony Fedon	Lawrence Lawson	Annette Squires	April Cunningham	P.J. DeMaris
Farrell	Katy	John Russell	Anthony Fedon	Lawrence Lawson	Annette Squires	April Cunningham	P.J. DeMaris
Faulkner	Molly	John Russell	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	Bill Jahnel	P.J. DeMaris
Fererro	Jenny	Mark Bealo	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	April Cunningham	
Hiro	Erin	Mark Bealo	Anthony Fedon	Lawrence Lawson	Annette Squires	April Cunningham	P.J. DeMaris
Jarvinen	Jason	John Russell	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Laughlin	Teresa	John Russell	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	Bill Jahnel	P.J. DeMaris
Lawson	Lawrence	John Russell	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Manneh	Beatrice	John Russell	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	Susan Miller	P.J. DeMaris
Meehan	Adam	Mark Bealo	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Mudgett	Ben	John Russell	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Nelson	Wendy	John Russell	Anthony Fedon	Lawrence Lawson	Annette Squires	April Cunningham	P.J. DeMaris
Nelson	Scott	Mark Bealo	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	Susan Miller	P.J. DeMaris
OBrien	Patrick	Mark Bealo	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Rocco	Versaci	John Russell		Leanne Maunu	Lesley Blankenship-Williams	Bill Jahnel	
Rose	Candace	John Russell	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Stephens	Elizabeth	John Russell	Anthony Fedon	Leanne Maunu	Annette Squires	Anne-Marie Mobilia	P.J. DeMaris
Susan	Miller	John Russell	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	Rachel Horn Langford	P.J. DeMaris
Towfiq	Fariheh	Mark Bealo	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	Bill Jahnel	P.J. DeMaris
Thompson	Craig	John Russell	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	Bill Jahnel	
Wrathall	Reza	Mark Bealo	Anthony Fedon	Leanne Maunu	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris
Zavodny	Anastasia	John Russell	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Williams	April Cunningham	P.J. DeMaris

John Russell 15

Mark Bealo 9

Anthony Fedon 24

Michael Lundell 0

Leanne Maunu 13

Crystal Lane Fergus 0

Lawrence Lawson 12

Annette Squires 5

Lesley Blankenship-Williams 20

Samantha Marshall 0

Benjamin Adams 0

Bill Jahnel 6

April Cunningham 15

Anne-Marie Mobilia 1

Susan Miller 2

Rachel Horn Langford 1

P.J. DeMaris 22

Divisional Representative Vote - ASG Advisory Vote

Last	First	AMBA	CTEE	L&L	MSE	SBS	Student Services
Mouawad	Kateri	John Russell	Anthony Fedon	Lawrence Lawson	Lesley Blankenship-Willia	April Cunningham	P.J. DeMaris



ASSOCIATED STUDENT GOVERNMENT

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Extension of Student Life & Leadership
Director: Sherry Titus
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IN COLLABORATION WITH:



Summary of Findings

F20 ASG/Senate Student Online Experience Survey

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A few words from Palomar Students...

“I respect the decision to keep the campus closed for next semester. But please ensure that all teachers have an accomplished system of teaching online if this is the case. I found several of my teachers severely struggling with this online environment. Many were mandating I attend meetings at hours of the day where I absolutely could not make it, and they were hours that did not line up with the class's previously established times. My school schedule was built the way it was because I work full-time and I need to in order to pay my bills. Being punished via grades because I wasn't able to attend a meeting that wasn't planned at the right time really hurt.”

“Having more flexibility would help tremendously when tech issues come up, personal matters get in the way, or mental health worsens. These issues are much more prevalent now that we all work from home, so if faculty and staff could consider this more and help students who genuinely need it, that would make all the difference.”

“I think that online courses have very good benefits, but only if the instructors are leveraging the technology platform's features. I feel that the pandemic has forced the use of online courses and will become a major way of delivering instruction post pandemic.”

“Tell the teachers they need to be a little more lenient because many of them don't know the situations of students. Making students responsible for computer issues when many are adjusting to online classes is inconsiderate and shouldn't be allowed on the syllabus.”

Introduction

In Fall 2020, the Palomar College Associated Student Government began receiving reports from students about their challenges with online learning after the mandatory remote learning due to COVID19 went into effect. The ASG representative shared these concerns with the Faculty Senate. In response, the Faculty Senate established a workgroup, which met to discuss opportunities to better support students with online learning. The workgroup conducted an anonymous survey providing an opportunity for students to share the ways in which faculty and online course design are helping students succeed as well as opportunities for improvement

Method

Students were provided one week to submit an anonymous survey including both qualitative and quantitative responses.

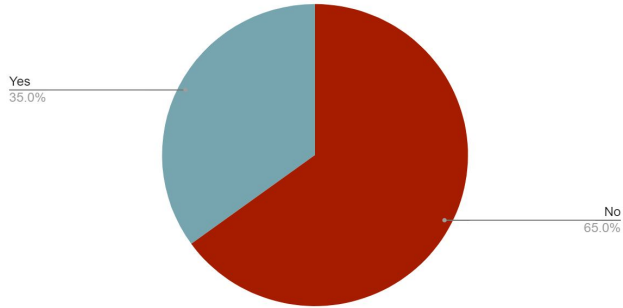
The following questions were asked:

- Are you currently (Fall 2020) enrolled in an online class at Palomar College?
- What is your teacher currently doing that is helping you succeed in your asynchronous online class?
- What do you like about the design of your asynchronous online class that supports your learning and success?
- How could your online asynchronous class be improved to better support your success?
- What is your teacher currently doing that is helping you succeed in your synchronous online class?
- What do you like about the design of your synchronous online class that supports your learning and success?
- How could your online synchronous class be improved to better support your success?
- During online synchronous class sessions, are you required to turn on your camera?
- What are the biggest challenges of online courses?
- Did your online class provide a place within the class to ask questions and get help?
- Did your online class provide information on how to be a successful online student?
- Do you feel supported by the faculty and staff at your college?
- If you were required to attend synchronous class sessions online, were the times to meet outlined in the class schedule?
- Is there anything else you would like to tell us?

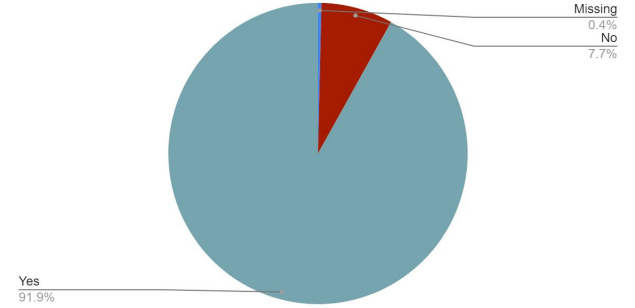
281 responses were submitted. Upon review, 7 responses were invalidated as the students indicated they were not current students; thus, the survey resulted in 274 valid responses. Institutional Research and Planning distributed the survey to a random sampling of 5,000 during the week of November 16 - 20, 2020.

Quantitative Data:

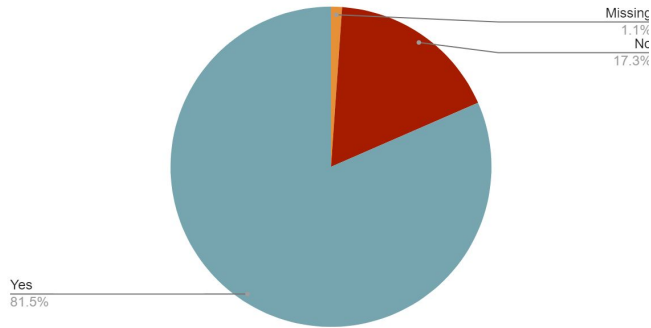
01. During online synchronous class sessions, are you required to turn on your camera?



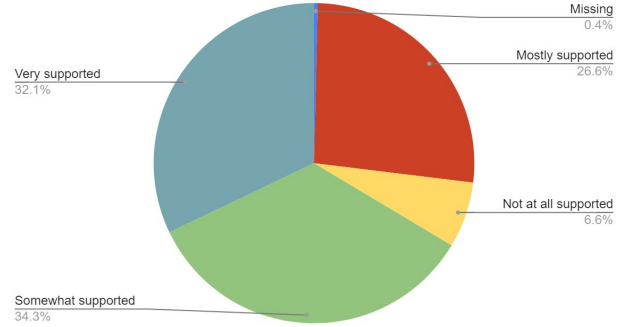
02. Did your online class provide a place within the class to ask questions and get help?



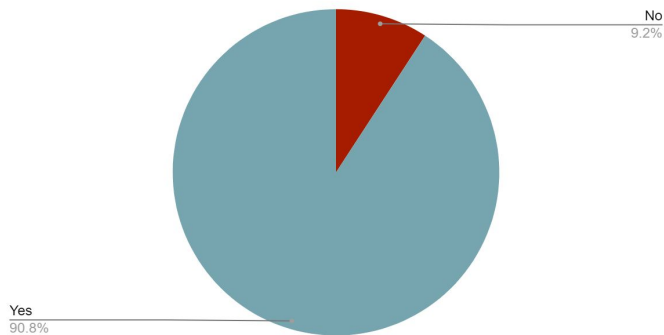
03. Did your online class provide information on how to be a successful online student?



04. Do you feel supported by the faculty and staff at your college?



05. If you were required to attend synchronous class sessions online, were the times to meet outlined in the class schedule?



Qualitative Data:

Summary of Responses: Themes, Quotes, and Possible Recommendations for Faculty

Common themes that have emerged with both synchronous and asynchronous respondents have been categorized into the following three categories:

- 1) Communication
- 2) Flexibility
- 3) Course content/instruction.

Each category contains subcategories that are expanded upon in the student comments and recommendations.

Synchronous responses:

Theme: Communication

The lack of classroom setting that provides immediate, interactive feedback has hindered student-to-teacher communication. Student reports indicated that communication between their professor and classmates was a barometer of either student success or failure.

The following subcategories were widely discussed or in demand, and should be a point of focus for professors next semester.

- *Updating grades/assignments*
- *Peer collaboration*
- *One-on-one teacher time/Office hours*

Supporting Quotes:

Updating grades/assignments

- “Professors that don't reply to emails and don't have another way to contact them make this whole thing fall apart. If I have to keep up with assignments then they should have to keep up with grading too.”
- “Since my synchronous classes require zoom, canvas isn't used as much as my asynchronous ones. There isn't a place where I see my grades for both my synchronous classes. I would love for that to change.”

Peer collaboration

- “Allowing us to communicate our thoughts on the subject at hand, as well as discussions of assignments and thoughts on how to make it more interesting and appealing.”

- “Allows you to know who is in your class easily and be able to contact them for study groups or help.”
- “Getting to interact with fellow classmates “face to face”, being able to socialize is comforting in these difficult times.”
- “More interaction between students facilitated. It is very difficult to gauge how well you are doing in the class when you are the only one interacting with the professor and the students don’t talk to one another.”

*Note: There were mix results regarding Zoom Breakout rooms and whether they helped facilitate peer collaboration. Faculty should carefully plan for the use of breakout rooms using instructional strategies that promote student interaction:

- “Limiting break-out rooms, as people are usually too shy to ask their group questions. It's easier if the teacher is in everyone's presence.”
- “Less breakout rooms for less anxiety and more time with the professor.”
- “Make everyone participate in breakout rooms , only 50% of people say anything.”
- “More break room time to discuss assignments w/ other students.”

One-on-one teacher time/Office hours

- “It would be helpful for more professors to make overview announcements after meetings, covering what was talked about in class, in case anyone was unable to make it to the meeting or had missed certain information the first time around.”
- “Being overly informative about the information needed. Having an open dialogue with my professors also is encouraging and helpful.”
- “While it has been hard to adapt to asynchronous classes, my professors have done a great job being available as much as they can to help. They have all quickly replied to message boards and emails and have set up office hours to accommodate the needs of students.”

Possible Recommendations for Faculty:

- Posting reminders and assignment due dates.
- Update grades and assignments in a timely manner.
- Have contact information clearly accessible
- Encourage students to interact by having “student meetups”, through group presentations, or class breaks.
- Students reported mixed results regarding breakout rooms as a means of peer collaboration. Instructure must ensure the instructional lessons are carefully crafted with expectations and outcomes for interaction and engagement to facilitate student success.
- Encouraging open dialogue through Canvas posts or through study sessions.
- Host office hours weekly.
- Ensure the course syllabus provides a clear distinction between whether the course is synchronous or asynchronous.

Synchronous Differentiation

- Synchronous students, while seeking the same changes as asynchronous students, were also expecting more face-to-face interaction and explicit course recommendations with faculty.

Theme: Flexibility

Leniency with virtual deadlines due to unexpected technical issues and personal matters was in high demand by students and given the circumstances of remote learning and its impact on mental health, must be taken much more seriously. Faculty and staff should consider these issues when scheduling course assignments, due dates, and homework.

Supporting Quotes

- “Today was the biggest let down for me; we had our first [redacted] exam which is just over 3hrs long. We do half of it on the canvas 'quiz' feature and our prof asked us to have the other half printed. I, like many other students, don't have direct access to a printer. So as soon as the exam unlocked, I sent it to my neighbor who graciously printed it and ran it over to me as fast as she could. We went about the exam and I was just finishing up the printed segment as the time to submit was arriving. I submitted it on canvas 2 minutes before the dropbox closed, but due to it being a large file (I presume), it lagged and surprisingly failed to submit in those 2 minutes. I told my professor (who was over zoom) right away, she replied that I couldn't submit the second half of my exam at all and that "it would teach me a lesson for next time". I was dumbfounded that she could be disdainful about this situation and wouldn't provide the tiniest bit of grace period for a [redacted] exam. This issue would not have occurred in a real-life class setting, given that students drop their pens and professors take all the exam papers while leaving the lecture hall.”
- “He is very flexible, and accommodates students. If we need an extension at any time, he will grant it. This has helped so much with my mental health.”
- “My [redacted] professor has been flexible with due dates and encourages class participation. My [redacted; referring to a different person] professor has not done anything to help and I have not learned anything from that class and will be taking it again in spring unfortunately.”
- “My teachers have not been accommodating or helpful during these tough times, and it has made my motivation to succeed abysmal.
- “More flexibility with attendance. I have to work more with COVID but it's difficult to work around a college class schedule and missing class/tardiness is penalized even if all of the material is available online to go over it yourself if you need to miss.”
- “Being vulnerable about changes in their life and ours and how that can impact our work. being understanding of our personal situations and first-time online classing.”
- “So I would like it if the online professor gives us an opportunity when we do badly on an exam to improve the grade by either letting us retake it, providing study guides, or

allowing the students to go back and double-check answers. I know there is restriction because of cheating, but when I confronted my [information redacted] professors about my F, he said "I believe that you are thinking about taking it next semester again right" instead of that answer I think he should have had more sympathy and given me advice or something. I think if they just listen and take the time to do a little more for us (since we are NOT in class because of COVID) it would be nice."

- "I have the ability to do class when I have time which is really convenient being a full time working and homeschooling mom."
- "I don't feel overwhelmed and am more flexible for my single parent household."
- "I can do the work whenever suits me. Which is nice since I'm homeschooling 2 small kids."

Possible Recommendations for Faculty

- Be understanding of student's personal lives and grant extensions on a no-questions-asked basis.
- Offer more time to complete exams and quizzes, and extra time for submissions.
- Have in place alternatives for lectures or assignments when students are unable to complete work due to outside circumstances.
- Allow for makeup exams, dropping lowest grades.

Theme: Content/Instruction:

One of the key components that led to student success was a clear format with concise deadlines and material. Student respondents asked for more material to be offered in different mediums, (i.e. lecture videos, readings, written assignments) to complement their individual learning styles and for additional non-graded or extra credit learning materials and opportunities.

Students strongly requested that cameras NOT be required during courses, but RECOMMENDED to help facilitate a class experience.

The following subcategories were widely discussed or in demand, and should be a point of focus for professors next semester.

- *Extra information/content provided*
- *Zoom Format/Camera*
- *Length of lectures*
- *Extra credit opportunities*

Supporting Quotes

Extra information/content provided:

- "My professor is scattered on Canvas. You have to search all over Canvas for assignments. Due dates randomly change, She marks something wrong on a paper but offers no feedback. Her lectures are basically 20 minutes of how we are not doing that well."

- “Having the teachers be a little more understanding and sending out other information that may be helpful to the learning process, it is hard to hear a teacher do a lecture over zoom when there are outside distractions, and extra videos and help would show the lesson from a second point of view.”

Length of lectures:

- “I think it would be better to have shorter zoom meetings, because they can become very tiring. I don't think it's healthy to have a 3- or 4-hour lecture on zoom; sitting in front of a computer for that long is not the best. A 1- or 1.5-hour lecture would be great, because it's so easy to lose focus during an extremely long zoom meeting. Maybe there can be compensation for the shorter synchronous class in other ways, there are many resources that can be used online. Also, everyone should be encouraged to turn on their cameras (being seen by others keeps me focused).”
- “Another improvement would be to shorten the zoom meeting time or split it over 2 days. 3 hours is a long stretch on the computer.”
- “Shorter zoom meetings! Zoom fatigue is real and it is both physically and mentally draining. Having to go from staring at a computer for 3 hours for one class and then soon after spending another 2-3 hours staring at the screen again for another class (on top of hw and other assignments that involve staring at the computer) is really tiring and makes it harder to learn.”
- “This is more of a teacher specific thing I suppose, but a lecture that takes up the entire class with no breaks or movement in between tires the eyes and muscles from all the sitting and staring at a screen, and doing this multiple times a day doesn't exactly help either.”

Zoom Format/Camera:

- “Zoom meetings that are not on the due date of assignments or during weekends.”
- “My teachers for synchronous classes are giving us the option of keeping our cameras and mics off as long as we show that we are paying attention by typing something in the chat. The teachers are also connecting the material we are learning to something that we will be all familiar with. They make it a safe space for us to talk freely about anything.”
- “Ensure that Lectures are recorded and the camera isn't required because it could stress people, like me, out.”
- “It's also impossible to require cameras on at all times. That, to me, seems like a violation of privacy. I understand that it is supposed to be like in person teaching, but all it accomplishes is very tired and upset students who find working even more difficult now after being forced to have their cameras on.”
- “Taking exams was the most stressful part! Using ExamSoft makes me worry about what I am doing with my hands and eyes and it makes taking much more difficult.”
- “Having the camera on creates anxiety; feeling of ‘being watched.’”

- “My professor is nice enough not to require cameras but I have heard that some force you to have it on and that does not help anyone.”

Extra credit opportunities:

- “I would like more extra credit opportunities, or a fair chance to get a good grade in the class without spending every moment on that one class, I have other classes I need to focus on and some professors want us to focus and spend a lot of time when I just don't have that. I understand that its the students responsibility to manage time properly, but in some of my classes It doesn't feel fair with a little amount of time were given to focus on only one of the three-5 assignments for that class alone, so if we could get a fair amount of time and extra credit that would help a lot for those of us who are dedicated, but don't necessarily have the time to focus on GE class that the prof had expectations above our level. Thanks.”
- “One of my teachers is a great teacher. She gives the class a lot of information to succeed, offers extra credit, tutoring after class, grades are up today and discusses lesson plans. And much more.”
- “Weekly meetings that are counted towards extra credit if the student is participating.”
- “Offering extra credit opportunities, giving us breaks in class to get water, stretch, etc., as it can get tiring staring at a computer screen.”

Possible Recommendations for Faculty

- Assign work to complete at home and share with peers to help facilitate class interaction.
- Offer outside sources of information to better explain material and show different points of views.
- Recommend adopting a camera-optional policy for students. In cases where it is pedagogically necessary for a faculty to observe a student, provide alternative options (for example: meeting one-on-one virtually with the student instead of in front of the entire digital class).
- Record information-heavy lectures.
- Provide zoom recordings in one place rather than sending them out as announcements.
- Offer extra credit opportunities.
- Give a five-minute break for lectures more than an hour and ten-minute breaks for all lectures exceeding two hours.

Asynchronous Responses

Theme: Communication:

A general consensus among student reports was the lack of updates and communication in asynchronous classes, and the feeling of teaching oneself.

The following subcategories were widely discussed or in demand, and should be a point of focus for professors next semester.

- *Fast response rate from professor*

- *Office hours/student collaboration*

Supporting Quotes:

Fast response rate from professor :

- “Reply to emails faster, have some sort of chat box for help. Online courses are getting harder and harder. There is no more motivation for these courses. I don’t think I am learning absolutely anything and the discussions are pointless.”
- “More teacher/student interaction would be nice; I think it would boost a lot of student's confidence in the work they're doing and make them feel comfortable when reaching out for clarifying information or whatever else they may need.”
- “A weekly update maybe, so it doesn’t seem like we are teaching ourselves the course.”
- “Answering any questions we have at any time because she gave us her personal phone number.”

Office hours/student collaboration

- “Several things that should have been part of the classes. 1. If no live lectures are available at least do live office hours in order to communicate better. 2. Have solutions to assignments 3. If assignments/notes are posted late the deadlines should be adjusted accordingly
- “Available office/zoom hours, and great & quick feedback via email.”
- “Being able to have open communication through email is helpful if I have a question and the ability to plan and fit the assignments into my schedule works very well.”
- “Checks in on us regularly and reminds us to contact her at any time if we have questions or need help.”
- “Communicating with students frequently and using office hours so that students can receive help if needed.”

Possible Recommendations for Faculty:

- Answering emails in less than 24 hours.
- Having an available “chat box” where students can easily communicate with classmates and professors in a casual setting.
- Provide weekly office hours.
- Check up on students and ask how the course is going, and if anything can be improved within the first month of class so adjustments may be made accordingly.
- Launching a course survey for the first month of class to determine what changes/improvements can be made for a better semester.

Theme: Flexibility

Similarly, to synchronous responses, students enrolled in asynchronous classes struggle with integrating academic life with their personal life, and often report having successful courses when professors are accommodating to the difficulties of remote learning.

Supporting Quotes:

- “Make all PowerPoints with voice overs. No group work because it is difficult to meet with others. Less assignments because we already have to deal with teaching ourselves and do not need busy work.”
- “Not assigning so much work. It’s a lot to do. Sometimes you can tell it’s just for the sake of having to do an assignment rather than for learning anything.”
- “Be more understanding of student’s circumstances outside of school, as we are in the middle of a pandemic and maintaining a life outside of school isn’t as easy as professors may think. Don’t be as strict and as harsh on deadlines and due dates. Most of the time, students aren’t making excuses, but rather someone or something else has been disturbing their daily lifestyle.”
- “My professor is making himself available by Zoom for asking questions and seeing each other each week. We also have discussions about our field that aren’t specifically related to the class, which is very helpful and useful for thinking about the future career path.”
- “My teacher is providing a lot of opportunities for extra credit to rack up more points as well as having an optional cumulative final exam. It provides ease.”
- “All of my professors have been great and seem like they want you to learn and succeed. It would be nice if some of the stricter teachers would cut students a bit more slack due to the circumstances we are in; it is very hard to be a college student during an unprecedented pandemic and political climate. Sometimes I am just not going to get assignments done right on time or be able to study efficiently for tests.”

Possible Recommendations for Faculty:

- Give ample amounts of time to complete homework assignments.
- Post weekly announcements that provide an overview of expected work and provide reminders for any deadlines.
- Give extensions when asked on a no-questions basis.
- Grant grace periods if assignments are submitted late due to poor internet connection, technical issues, or personal affairs.
- Give extra credit or drop low scores to support student success.

Theme: Course Content/Instruction

A common issue for students has been the lack of structure or consistency with their asynchronous classes, as well as lack of feedback on assignments, and large homework loads. Students additionally reported preferring videos as their preferred medium, but also asked for more methods of providing information.

The following subcategories were widely discussed or in demand, and should be a point of focus for professors next semester.

- *Consistency with weekly modules*
- *Other mediums of learning*
- *Grading/Feedback*

Supporting Quotes:

Consistency with weekly modules:

- “The other professor I have doesn't give a lot of structure and we don't know what direction the class is heading. For the first month of class, we didn't have any classes, no videos to watch or anything. It's really hard to know what to expect from a class where you have been given no expectations. I would recommend reviewing the teacher's syllabus to ensure they actually have a plan for teaching and making sure they have lectures prepared. Something can be asynchronous, but still teach.”
- “My teacher is helping me succeed in my asynchronous online classes by giving me an outline and providing examples that will help me through my homework.”
- “Having readings, assignments, and maybe even a quiz to do before the end of the week. A fairly easy schedule that supports success.”
- “I like the chart-like organization and having access to the assignments early.”
- “Predictability. Each week is structured the same.”
- “Professors should also be held accountable for giving information at the start of the week and following the syllabus. Allowing more time for an assignment is perfectly okay but not giving information out in a timely manner is unfair for students with other courses and work.”
- “Post all of the assignments so I can see what the weeks ahead hold, and I can work ahead where I can as my personal schedule varies.”

Other mediums of learning

- “More variation in learning content, ex. lecture videos, readings, discussion boards, websites, etc.”
- “More video examples, I am a visual learner. Video examples inside PowerPoints never work on my computer so the links have to be separate or else I'm just looking up other YouTube videos.”
- “More videos related to topics we're learning would be nice.”
- “What would be helpful is to have a separate category of available outside resources that would help support what we are learning. We all have different types of learning styles and reading a book on your own, may not work for everyone. Having access to online videos, pre recorded lectures, or handouts would help support this asynchronous learning environment.”

- “I would like if the teachers can address the most missed aspects in terms of quizzes and tests during their lectures. Also for labs (for the sciences), I would like prerecorded demonstrations of the experiment rather than having to conceptualize it all with just data.”
- “Possibly shorter lectures, as it's a lot of information to take in online when we have to basically teach ourselves. Long lecture videos can get overwhelming. Maybe offer more extra credit opportunities”

Grading/Feedback

- “There is no voluntary lecture in [redacted] or [redacted]. Since these are content-heavy classes, it is reasonable to conceive that they include lectures so that students are able to have a more positive learning experience. There is no chance to independently learn from our mistakes on 100 and 200-point quizzes, and my professor is not open to feedback regarding how the classes are structured.”
- “If something could be improved it would be getting finished tests and exams returned with the questions that we have gotten wrong, explained and the right answer given so that we could study for the cumulative exam. It goes by so quickly and I wish we could get the basics right before we move on.”

Possible Recommendations for Faculty:

- Posting modules on time or ahead of time.
- Provide different mediums of content; videos, readings, discussion posts, links to websites and scholarly articles, etc.
- Maintain a consistent structure/module weekly, where students can expect the same structure.
- Create a general, organized syllabus structure that includes information to succeed in virtual classes for faculty to follow.
- Ensure that assignments and lectures are easily accessible and organized.

Special cases to consider:

Here, students mentioned issues that were specific to their courses, and do not affect the vast amount of the student body; however, their insight is important to those with disabilities or specialized learning, and should be considered by faculty and staff when planning their courses.

ASL:

- “The only thing that could be improved is the zoom platform, if a person is speaking, the box is highlighted, in ASL, since no one is speaking, it is especially hard to find who is signing.”

Possible Solution: Faculty member could spotlight the person who is signing.

DRC:

- “My professor for [information redacted] gave us the assignments without a list of what is supposed to be done for the week.. Her assignments are really hard and wordy for someone with a disability so I would not recommend it to people with disabilities.”
- “Video lectures allow me to pause or repeat the lecture. As a DRC student who usually has a note taker this is a huge help.”
- “If we can have more staff help all students that have disabilities and just can’t function or the same way as the other students that don’t have disabilities and if the school approves this idea I will be glad and if we can have people being with those students during school or off campus to help with there homework and any other non credible classes in the future and let those students not take credit classes.”

A big ‘thank you’ from students...

“The support I have received from my instructors is enormous. I would not have done it without them. And of course the IT department at Palomar, you are irreplaceable. Thank you.”

“Keep up the great work during these tough times - you're making my work-furloughed, Covid, time thoroughly beneficial!”

“Overall I am super thankful for the blessing of Palomar. I have really enjoyed the professors I have had.”

“Professors [names redacted] are really great professors who devote their time and expertise in teaching students like me who work at the same time. I am thankful for the opportunity Palomar has given me that I am able to enroll despite my busy work schedules.”

“Thank you for everything that you are making for us.”

“Thank you for giving us the opportunity to take classes online and for all the support provided by all Palomar College Staff.”

“Thank you for reaching out to students and listening to their feedback! It is a rough time, but I'm not as worried about taking online classes again for the Spring semester.”

“Thank you for working hard.”

“Thank you Palomar to providing this kind of service.”

“I think this whole change has been handled very professionally. I have adapted well to the program and enjoy the learning environment.”